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ABSTRACT

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a 3-year program in child care and guidance. The guide consists of a course description; general course objectives; course content outlines for each of the three years of the child care and guidance program; and list of recommended textbooks and related instructional materials, curriculum guides, periodicals, activity booklets, and audiovisual materials. Topics covered in the outlines for each of the three years of the course are as follows: (1) understanding job opportunities and requirements in the child care profession, encouraging the different developmental areas of preschool children, providing preschoolers with a wholesome environment, guiding children's behavior, developing laboratory techniques and skills for working with preschoolers, and finding a job; (2) securing and keeping a job, understanding responsibilities for children's welfare, guiding children, developing creative activities for preschoolers, and working with children who have special needs; and (3) participating in student organizations and on-the job training to prepare students for employment in the child care profession, developing program models, learning what resources are available and how to use them, and working with children who have special needs. (MN)

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CHILD CARE AND GUIDANCE

SCOPE AND SEQUENCE

VOCATIONAL EDUCATION

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Metropolitan Public Schools

Nashville Davidson County, Tennessee

Charles O. Frazier, Director

FOREWORD

This scope and sequence guide, developed for the Child Care and Guidance Vocational Education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It is a direct result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. An articulated vocational curriculum allows a student to move from one level of instruction to the next without repeating learning tasks already mastered, and without experiencing gaps in the presentation of relevant instructional material.

A goal of this curriculum effort is to provide teachers a usable guide based on input from the teachers. The initial step was an identification of course content, with all teachers having an opportunity to contribute. What follows is a publication using the teachers' contributions: a sequential listing of objectives and skills for each program offering.

This guide does not include all specific resource materials that may be used to assist students in acquiring minimum competencies. It is to serve as a guide for the sequence of course content and scope of what is to be taught. This guide content is extremely important and its use is encouraged. The suggested competencies and resource materials allow instructors an opportunity to be creative and resourceful in meeting the needs of individual programs and students.

ACKNOWLEDGEMENT

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INTRODUCTION

This Child Care and Guidance guide was developed to be used by Occupational Child Care teachers for grades 10-12. The instructional content is designed for a three-year course of study with Child Care I being a prerequisite to Child Care II & III. This material was developed from adopted textbooks, curriculum guides and other resources. The guide serves as a framework around which the teacher may develop instructional experiences and activities designed for the specific needs of students.

COURSE DESCRIPTION

The objective of the three-year program in Child Care and Guidance is to prepare students for gainful employment in child care centers.

Child Care I

Course content is designed to orient students to the world of work, examine job opportunities with young children and develop knowledge and skill in providing care and guidance for the young child. Work experience in the laboratory is required as an integral part of the course.

Child Care II

Course content is designed to include the concepts needed when supervising and assisting children during various learning activities, as well as detailed emphasis on the world of work. Work experience outside the classroom in a kindergarten or child care center is required as a part of the course.

Child Care III

Course content includes planning children's programs, goals and objectives, teaching and learning strategies, activities and developmental units and in-depth study of the world of work. Students who have earned at least four credits in Child Care I and II must participate in Co-op experiences (paid employment) in Child Care III.

GENERAL COURSE OBJECTIVES

1. To familiarize students with various careers in child care
2. To develop an understanding of care and guidance of children in the first five years of life
3. To encourage participation in laboratory experience to become knowledgeable about working with children
4. To develop the skills and knowledge needed for employment in day care centers, nursery schools, kindergartens and other child care centers
5. To role model a positive approach to guidance of children
6. To teach students to recognize the importance of helping each preschool child to develop and maintain a feeling of self-esteem
7. To help students develop and maintain a feeling of self-worth and self-dignity
8. To develop competencies needed for working with children during various learning activities
9. To develop a basic understanding of the world of work
10. To allow students to work in a training station outside the classroom
11. To allow students to assist in planning a children's program including goals and objectives, teaching and learning strategies, activities and developmental units
12. To provide an opportunity for students to demonstrate skills in leadership and management

COURSE CONTENT FOR CHILD CARE I

(First and Second Semesters)

I. **Overview of child care (3 weeks)**

Specific objectives:

To state the importance of and need for the child care professions to the student personally, to the preschool child, to society in general
To list job requirements and expectations for basic child care entry level positions
To describe and evaluate different kinds of child care
To initiate interest/active participation in FHA/HERO on class, chapter and subregion level

A. Child care profession

1. Importance
2. Societal needs
3. Personal qualifications
4. Personal benefits
5. Career opportunities

B. Job requirements and expectations

1. Child care aid
2. Teacher assistant
3. Family day care director

C. Child care services

1. Types of centers
2. Child care environments
3. Qualities of a good program
4. Program planning

C. Child care services continued:

5. Program evaluation

D. Future Homemakers of America (Home Economics Related Occupations)

1. Orientation

2. Organization

3. Activities

II. Developmental Areas of Preschool Children (7 weeks)

Specific objectives:

To recognize individual levels of development—social, emotional, physical and intellectual
To plan activities which will aid in continuous growth in each of the developmental areas

A. Areas of development

1. Physical and motor development

2. Intellectual development

3. Emotional development

4. Social development

B. Hereditary and environment

C. Developmental tasks

D. Similarities and differences in development

III. A Wholesome Environment (7 weeks)

Specific objectives:

To plan and provide for the health and safety of preschool children
To recognize emergencies and know emergency procedures
To identify the basis for selection of clothing for preschool children
To plan, prepare and serve nutritious food for/with children

A. Health and safety of preschool children

A. Health and safety of preschool children continued:

1. Visible signs of illness
2. Temporary care for the sick child
3. Recognition of emergencies
4. First aid procedures
5. Prevention of accidents
6. Safety regulations

B. Clothing for children

1. Comfort
2. Care
3. Durability
4. Self-concept
5. Worker's responsibility

C. Nutrition for children

1. Specific nutritional needs
2. Influence of adults and students on children's eating patterns and habits
3. Planning and preparing of food for/with children

IV. Guiding children's behavior (7 weeks)

Specific objectives:

To list and discuss reasons for responsible behavior
To recognize causes of common behavior
To examine personal philosophy related to the behavior of children
To use positive reinforcement in guiding the behavior of children
To help children develop the self-control approach to discipline

A. Responsible behavior

A. Responsible behavior continued:

1. Influences on behavior

2. Causes of misbehavior

3. Positive environment

4. Communication with children

B. Discipline: self-control

1. Promises and rewards

2. Honesty

3. Providing choices

C. Personal philosophy

V. Laboratory Techniques and Skills (9 weeks)

Specific objectives:

To apply basic concepts in laboratory experiences
To perform necessary preschool routines
To communicate with children and parents
To maintain professional ethics
To carry out assigned job descriptions
To guide children's behavior to insure safety and creative activities

A. Basic concepts

B. Preschool routines

C. Parent communication

D. Teaching assignments

1. Job descriptions

2. Learning activities

3. Record keeping

E. Professional ethics

VI. Getting a job (3 weeks)

Specific objectives:

To prepare acceptable resumes and letters of application
To list the criteria for a successful interview
To write the name and complete address of three references
To recognize the importance of a well-groomed appearance for the interview
To identify with the sense of dignity attained by work

A. Job procurement

1. Resume
2. Letter of application
3. Interview
4. References
5. Follow-up

B. Work ethics

1. Professional ethics
2. Grooming and appearance
3. Reasons for work

COURSE CONTENT FOR CHILD CARE II

(First and Second Semesters)

I. Securing and Keeping a Job (12 weeks)

Specific objectives:

To participate in Future Homemakers of America (Home Economics Related Occupations)
To expand the basic concepts studied in Child Care I
To state occupational objectives and explore job opportunities through observation in child care centers
To relate laws which control minimum standards for child care centers and workers
To identify student's responsibility to the school and to the child care center
To recognize the importance of holding a job and satisfying employer expectations

A. Future Homemakers of America (HERO)

1. Orientation
2. Organization
3. Activities

B. Job procurement

1. Resumes
2. Letters of application
3. Interviews
4. References
5. Follow-up Techniques
6. Professional ethics
7. Grooming

C. Job retention

1. Personal appearance

C. Job retention continued:

2. Professional ethics

3. Employee responsibilities

4. Employer expectations

D. Occupational opportunities

1. Student objective

2. Job availability

E. Minimum standards

1. Child care centers

2. Child care workers

F. Co-op student responsibility

1. Responsibility to school

2. Responsibility to child care center

3. Observation guidelines

II. **Student's responsibility for children's welfare (3 weeks)**

Specific objectives:

To provide a safe environment
To recognize and report abnormal health condition
To prepare for and supervise eating routines
To supervise rest
To plan activities to incorporate exercise and quiet experiences

A. Laboratory and playground safety

B. Common illnesses and accidents

C. Eating routines

D. Rest and/or naptime

E. Activities for preschool children

E. Activities for preschool children continued:

1. Exercise

2. Quiet experiences

III. Guidance of Children (6 weeks)

Specific objectives:

To explain why children need guidance
To contrast the positive and negative methods which may be used to control children's behavior
To role model the behavior expected of the preschool child

A. Value of guidance

B. Guidance techniques

1. Direct/indirect

2. Positive techniques/negative

C. Self-concept and social interaction

IV. Creative Activities for Preschool Children (9 weeks)

Specific objectives:

To plan, prepare and direct activities for the preschool child
To recognize individual differences in children's ability and to adapt experiences related to differences
To encourage communication and listening skills
To locate and/or develop suitable resource materials
To make needed preparation for planned activities to insure creative learning

A. Creative learning

1. Individual differences

2. Adaptation of experiences

3. Location and development of resource materials

B. Types of creative activities

1. Verbal communication and listening skills

B. Types of creative activities continued:

2. Reading and telling stories to children

3. Outdoor play activities

4. Art experiences

5. Music

6. Science and nature

7. Math concepts

V. **Children with Special Needs (6 weeks)**

Specific objectives:

To identify children who require special help
To evaluate the type of help needed
To make allowances for individual differences
To adapt laboratory to comply with needs
To apply learned information in helping special needs students

A. Special needs children

1. School-age children

2. Handicapped children

3. Socially/economically deprived children

4. Gifted children

5. Terminally ill children

B. Individual differences and special needs

C. Physical facilities

1. Laboratory

2. Playground

D. Basic information application

COURSE CONTENT FOR CHILD CARE III

(First and Second Semesters)

I. **You and the Child Care Profession (6 weeks)**

Specific objectives:

To participate in FHA/HERO
To evaluate personal characteristics
To explore career opportunities in child care
To demonstrate effectiveness of personal skills and job competencies through co-op experiences
To write a personal philosophy of child care and give rationale
To state career goals and objectives to coincide with personal resources

A. FHA/HERO

1. Orientation
2. Organization
3. Activities

B. Effective child care workers

C. Career opportunities

1. Education requirements
2. Training

D. On-the-job training (Co-op work experience)

1. Co-op procedures
2. Personal growth
3. Job satisfaction
4. Personal philosophy

II. **Program models (12 weeks)**

Specific objectives:

Specific objectives continued:

To list the characteristics of a good preschool program
To draw a floor plan showing room arrangement and utilization of space and equipment
To plan a curriculum for a given period
To arrange a daily schedule
To demonstrate needed communication skills

A. Model programs

1. Characteristics

2. Room arrangements

3. Equipment

4. Space utilization

B. Center operation and management

1. Written communication

2. Verbal communication

3. Staff relationships

4. Staff-parent relationships

III. **Availability and use of resources (12 weeks)**

Specific objectives:

To locate needed information
To plan and use appropriate resources in conducting activities
To use a variety of suitable resources
To develop a file of resources and activities

A. Resource identification

1. School

2. Community

B. Resource utilization

1. Programs and speakers

B. Resource utilization continued:

2. Workshops

3. Dramatic plays

4. Other activities

5. Non-traditional roles

IV. Children with special needs (6 weeks)

Specific objectives:

To identify children who require special help
To evaluate the type of help needed
To make allowances for individual differences
To adapt laboratory to comply with special needs
To apply learned information in helping special needs students

A. Special needs children

1. School-age children

2. Handicapped children

3. Socially/economically deprived children

4. Gifted children

5. Terminally ill children

B. Adaptations for special needs

1. Program

2. Facilities

3. Information

RESOURCE MATERIALS

Textbooks

Ames, Louis B. Child Care and Development. New York: J. B. Lippencott Company, 1979.

*Conger, Flora S. and Rose, Irene B. Child Care Aide Skills. New York: Gregg Division, McGraw-Hill Book Company, 1979.

*Draper, Mary W. and Draper, Henry E. Caring for Children. Illinois: Charles A. Bennett Company, Inc., 1969.

Gesell, Arnold. The First Five Years of Life. New York: Harper Row Publishers

Greenberg, Polly. Day Care Do-It-Yourself Staff Growth Program. Salem, N. C.: Kaplan Press, 1975.

Hansen, Christensen and Elizabeth. Kindergarten and Primary Bulletin Boards. Pennsylvania: Hayes School Publishing Company, Inc.

Hildebrand, Verna. Parenting and Teaching Young Children. New York: Webster Division, McGraw-Hill Book Company, 1985.

*Jacoby, G. Polly and others. Preparing For a Home Economics Career. New York: Gregg Division McGraw-Hill Book Company, 1979.

Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Work. Illinois: McKnight Publishing Company, 1975.

Leeper, Sara and Dales, Skipper, Witherspoon. Good Schools for Young Children. New York,: The MacMillan Company.

Read, Katherine. The Nursery School: A Human Relationship Laboratory. Boston: Houghton Mifflin Company.

Todd, Vivian E. The Aide in Early Childhood Education. New York: The MacMillan Company, 1973.

* Basal text

Curriculum Guides

Group Instruction for Cooperative Programs. State Department of Vocational and Technical Education, Stillwater, Oklahoma, 1978.

Vocational Home Economics Education. State Department of Vocational and Technical Education. Stillwater, Oklahoma, Revised 1977.

Supervised Worker Child Development Center. Memphis City Schools. Memphis, Tennessee, 1966.

Threlkeld, Joyce and Kezer, Jenny. V-TECS-Child Care Worker. Kentucky: State Department of Education and the Department of Vocational Education,

Vocational Home Economics Job Training Resource, Guide for Child Care Service. Columbus, Ohio: Division of Vocational Education, Home Economics Section. State Department of Education, 1977.

Periodicals

American Baby

Chapter Chatters

Early Years

Family Circle

Hi-Lights

Instructor

Ladies Home Journal

Learning

McCalls

Newspaper

Parenting

Parents Magazine

Reader's Digest

Periodicals continued:

Teen Times

Today's Children

Women's Day

Suggested Companies for Pamphlets

Association for Childhood
Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Better Living Booklets
Science Research Associates
259 East Erie Street
Chicago, Illinois

Child Study Association
9 East 89th Street
New York, New York 10028

National Association for Education of Young Children
1629 21st Street, N.W.
Washington, D.C. 20009

Public Affairs Pamphlets
381 Park Avenue South
New York, New York 10016

Johnson & Johnson Baby Products Company
Consumer & Professional Services
220 Centennial Avenue
Piscataway, New Jersey 08854

General Mills, Inc.
Minneapolis, Minnesota 55440

March of Dimes
Birth Defects Foundation
1275 Mamaroneck Avenue
White Plains, New York 10205

Suggested Activity Booklets

Anderson, Paul S. Storytelling with the Flannel Board. Minnesota: T. S. Denison and Company, Inc. Book I and II.

Collier, Forte & MacKenzie. Kids Stuff Kindergarten and Nursery School. Revised Edition. Nashville: Incentive Publications.

Draper, Henry E. and Draper, Mary W. Studying Children: Observing and Participating. Illinois: Charles A. Bennett Co., Inc., 1977.

Educational Equity: Teaching, Learning, Achieving. Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1981.

Forte and Frank. Puddles and Wings and Grapevine Swings. Nashville: Incentive Publications.

Forte, Imogene and MacKenzie, Joy. Creative Math for the Young Child. Nashville: Incentive Publishing Inc., 1973.

Graham. Let Loose on Mother Goods. Nashville: Incentive Publications, Inc.

I Can Make a Rainbow. Nashville: Incentive Publications, Inc.

Kids Stuff Reading and Language Experiences. Primary Level (1-3). Nashville: Incentive Publications, Inc.

Special Kid's Stuff. Nashville: Incentive Publications, Inc.

Taylor, Barbara J. A Child Goes Forth. Utah: Brigham Young University Press, 1972.

Teacher's Gold Mine. Nashville: Incentive Publications, Inc.

Think About IT! Primary. Nashville: Incentive Publications, Inc.

Williamson, Sandy. The Challenge of Children. Minnesota Contrad Publishing Company, 1979.

Wilt, Joy and Watson, Terre. Touch! Waco, Texas: Creative Resources, 1977.

60 Ways to Implement Occupational Child Development. Stillwater, Oklahoma: State Department of Vocational and Technical Education.

Audio Visual

Filmstrips

Behavioral and Emotional Disabilities, Parents Magazine Filmstrips
Careers in Child Care and Youth Guidance, Maclean Hunter Learning Resources
Caring for Toddlers, Maclean Hunter Learning Resources
Caring for Preschooler, Maclean Hunter Learning Resources
Child Abuse and Neglect, Parents Magazine Filmstrips
Children In Crisis: Helping the Innocents, Parents Magazine Filmstrips
Children with Handicaps: What Make Them Special?, Parents Magazine Filmstrips
Cooperation Among Family, Staff and Community, Guidance Associates
Dealing with Daily Situations, Guidance Associates
Death, Parents Magazine Filmstrips
Divorce and Separation, Parents Magazine Filmstrips
Encouraging Healthy Development in Children, Guidance Associates
Entering the World of Work, Maclean Hunter Learning Resources
Everyday Problems of Young Children, Parents Magazine Filmstrips
Helping Children Grow, Maclean Hunter Learning Resources
How an Average Child Behaves from Birth to Age Five, Parents Magazine Filmstrips
Illness, Parents Magazine Filmstrips
Infant Care, Maclean Hunter Learning Resources
Learning Through Play, Parents Magazine Filmstrips
On the Job, Maclean Hunter Learning Resources
Parent, Child and Center, Maclean Hunter Learning Resources
Preparing the Child for Learning, Parents Magazine Filmstrips
The Child's Point of View, Parents Magazine Filmstrips
The Development of Feeling in Children, Parents Magazine Filmstrips
The Parent as a Teacher, Parents Magazine Filmstrips
Understanding Early Childhood: Ages One Through Six, Parents Magazine Filmstrips
Understanding the Responsibilities of Child Care, Guidance Associates
Working with Children: A Commitment of Caring, Guidance Associates
You and Child Care, Maclean Hunter Learning Resources